



**PS 295**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K295**

**ADDRESS: 330 18<sup>TH</sup> STREET BROOKLYN, NEW YORK 11215**

**TELEPHONE: 718-965-0390**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 295      **SCHOOL NAME:** The Studio School of Arts & Culture

**SCHOOL ADDRESS:** 330 18<sup>th</sup> Street Brooklyn, New York 11215

**SCHOOL TELEPHONE:** 718-965-0390      **FAX:** 718-965-0603

**SCHOOL CONTACT PERSON:** Deanna Marco      **EMAIL ADDRESS:** [Dmarco2@school.s.nyc.gov](mailto:Dmarco2@school.s.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Eric Fieldman

**PRINCIPAL:** Deanna Marco

**UFT CHAPTER LEADER:** Natalie Meade

**PARENTS' ASSOCIATION PRESIDENT:** Cay Tolson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** 409

**NETWORK LEADER:** Neal Oppromalla

**SUPERINTENDENT:** Anita Skop

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Deanna Marco	*Principal or Designee	
Linda Mazza	*UFT Chapter Chairperson or Designee	
Cay Tolson	*PA/PTA President or Designated Co-President	
Lisa Pagano	Member/Assistant Principal	
Claire Dougherty	Member/Teacher	
Allison Gold	Member/Teacher	
Eric Fieldman	Member/Parent/Co-Chairperson	
Debra Doogan	Member/Parent	
Marilyn Henry	Member/Parent	
Wilvena Gordon	Member/Parent	

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

PS 295 is distinctive in so many ways. Most importantly PS 295 is a community that embraces diversity by nurturing strengths and talents to educate the whole child socially, academically, culturally and artistically through differentiation of instruction. In recognizing that all children learn in different ways, we believe that an arts integrated curriculum cultivates a more meaningful discovery of self, enhances prior knowledge, supports content and language development and encourages a strong respect and appreciation for the arts. Through collaboration and communication, each member of the PS295 community feels supported and encouraged to take risks, share ideas and become an active participant in their own learning. Strengthened by the commitment of our parent community, we value parent participation and are dedicated to developing a strong partnership between home and school. Our strong professional development program provides ongoing learning and leadership opportunities for all staff members. This faculty program, in addition to our parent workshops and classes, offers students an exemplar for becoming lifelong learners and leaders of the future.

Our school community has worked diligently to align the classroom curriculum with the arts disciplines. All art forms are taught by artists who are full time staff members working collaboratively with grade teachers. Additionally, we are "collaborative communities of practice" in both math and literacy: We provide opportunities for schools in and out of the region to visit, observe and take part in our learning journey. The staff truly believes they are active learners and that teaching is a lifelong process. All teachers are empowered and have opportunities to lead, plan, revise and reflect. This occurs during common grade planning meetings, faculty conferences and committee meetings.

PS 295 offers a unique professional development program that targets specific strategies for teaching students with special needs. Each month a team of all service providers and Collaborative Team Teaching (CTT) teams convene to learn about a topic of interest or need. We also schedule time for Service Provider Conferences which give teachers the opportunity to discuss the progress of students receiving special services. Our CARE team, composed of service providers, administration and our academic intervention teacher, supports teachers and staff with special needs students as well. The team's goal is to brainstorm strategies for classroom teachers to move struggling students toward standards.

We are guided by a strong belief that all children possess different gifts. We support this vision with the School-Wide Enrichment Model. All K-5 students rotate cycles, studying a topic more deeply and reaching out to the community to share or gain knowledge.

Six years ago, we developed a morning math program to provide more opportunity for all students to develop strong number sense and "accountable talk." This initiative, in connection with our well-balanced math program, has resulted in our math test scores drastically improving by 52%. This is by far our greatest accomplishment.

While we continue to take on new challenges each year, our main priority is to preserve the uniqueness of PS 295 by fulfilling our vision to nurture the strengths and talents of each and every child.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 295								
District:	15	DBN:	15K295	School BEDS Code:	331500010295				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	38	36	36		93.0	94.1	TBD		
Kindergarten	64	67	64						
Grade 1	69	67	63	Student Stability - % of Enrollment:					
Grade 2	58	58	60	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	64	62	58		98.1	97.2	TBD		
Grade 4	58	62	56						
Grade 5	62	50	59	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.7	62.7	69.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	4	TBD		
Grade 12	0	0	0						
Ungraded	5	0	3	Recent Immigrants - Total Number:					
Total	416	402	399	(As of October 31)	2007-08	2008-09	2009-10		
					1	2	4		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	17	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	58	55	55	Superintendent Suspensions	3	5	TBD		
Number all others	23	30	27						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	35	37	TBD		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	86	77	71						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	21	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	10	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	74.3	70.3	TBD
				% more than 5 years teaching anywhere	37.1	51.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	80.0	95.0	TBD
American Indian or Alaska Native	0.0	0.2	0.0		89.2	95.9	TBD
Black or African American	15.4	13.9	12.0				
Hispanic or Latino	52.2	49.8	50.6				
Asian or Native Hawaiian/Other Pacific Isl.	7.0	6.0	6.0				
White	25.5	28.9	27.6				
<b>Male</b>	53.8	53.2	52.1				
<b>Female</b>	46.2	46.8	47.9				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>6</b>	<b>6</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	85.6			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	52.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**SECTION IV: NEEDS ASSESSMENT**

	Performance Trends	Accomplishments	Significant aids or barriers to continuous improvement
<b>09/10 Progress Report</b>	<ul style="list-style-type: none"> <li>○ Steady increase in attendance rate</li> <li>○ Special education students continue to make exemplary proficiency gains</li> <li>○ Continue to gain extra credit for moving lowest third in ELA and Math</li> <li>○ Student progress is consistently improving</li> <li>○ Due to change in cut scores, student performance decreased dramatically resulting in fewer students meeting standards in ELA and Math</li> <li>○ ELL's and Special Needs students continue to struggle in performance in ELA and Math</li> <li>○ Scored a "A" three years in a row</li> <li>○ Based on the 2008-2009 cut scores the total number of students achieving levels 3 and 4 would have continued to increase</li> </ul>	<ul style="list-style-type: none"> <li>○ Our school performed better than 91% of all Elementary schools citywide</li> <li>○ Closing the achievement gap with lowest third in ELA and Math</li> <li>○ Scored an "A"</li> <li>○ 48.3% of CTT/SETSS students are in the 75<sup>th</sup> growth percentile or higher in ELA</li> <li>○ 44.8% of CTT/SETSS students are in the 75<sup>th</sup> growth percentile or higher in Math</li> <li>○ Exemplary gains were made in moving the lowest third in ELA and Math resulting in extra credit.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inquiry team will work with ELL's in ELA in order to research and implement comprehension strategies to better support students in understanding text</li> <li>○ Partnerships with Teachers College and Math in the City to provide professional development</li> <li>○ Inquiry team will also work with identified students in grades 4-5 with growth percentiles lower than 50 or predicted to be lower than 50</li> <li>○ 36 special needs students identified for a 12:1:1 reading intervention program</li> <li>○ "Big sib" program to support students with social/emotional needs</li> <li>○ Common Core PD Team will support teachers in reading curriculum in grades K and 4 to the Common Core Standards</li> <li>○ Teachers will participate in monthly vertical planning sessions to led by the Common Core Team</li> </ul>
<b>2009-2010 NYS Testing Data</b>	<p>ELA (Due to changes in cut scores)</p> <ul style="list-style-type: none"> <li>○ From grade 3 to 4 both special education students and ELL's decreased</li> <li>○ The number of level 3 students decreased from 2008-2009 in ELA and Math due to change in cut scores</li> <li>○ Females in grade 3 and 4 are scoring higher than males</li> <li>○ Males are scoring higher than females in grade 5</li> <li>○ 38.3% of students in grade 3 are level 1 and 2</li> </ul> <p>Math (Due to changes in cut scores)</p> <ul style="list-style-type: none"> <li>○ There was a decrease of students meeting and exceeding standards due to changes in cut scores</li> <li>○ ELL's decreased dramatically from grade 4 to 5</li> <li>○ Special education students decreased by more than 50% from grade 3 to 4</li> <li>○ Overall loss of proficiency ELLs and special education students is from grade 4 to 5</li> </ul>	<p>ELA (Due to changes in cut scores)</p> <ul style="list-style-type: none"> <li>○ A large number of students made progress from grade 4 to grade 5</li> </ul> <p>Math (Due to changes in cut scores)</p> <ul style="list-style-type: none"> <li>○ A large number of students made progress from grade 4 to grade 5</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher utilizes read aloud scope and sequence to support comprehension assessment</li> <li>○ Continued use of item analysis from Acuity</li> <li>○ Inquiry team will work with ELL's in ELA in order to research and implement comprehension strategies to better understand non-fiction.</li> <li>○ Inquiry team will also work with identified students in grades 3-5 with growth percentiles lower than 50 or predicted to be lower than 50 on non-fiction reading strategies.</li> <li>○ 36 special needs students identified for a 12:1:1 reading intervention program.</li> <li>○ "Big sib" program to support students with social/emotional needs</li> <li>○ Implementation of words their way program in grades 2-5</li> <li>○ The continuation of a test prep program to meet students</li> </ul>

	<ul style="list-style-type: none"> <li>○ Females are out scoring males in all grade levels</li> </ul>		<ul style="list-style-type: none"> <li>○ needs at all levels</li> <li>○ Increased ELL and special education population</li> </ul>
<b>Formative Data</b>	<ul style="list-style-type: none"> <li>○ All teachers regularly assess student work and collect data using a wide range of tools</li> <li>○ Formative assessment information is consistently documented and student progress is tracked by teachers bi-monthly and administration tri-annually</li> <li>○ Student progress is shared between teachers and service providers</li> <li>○ Teachers assess the students in reading using DRA 3X per year and TC quick assessments 2X per year</li> <li>○ Teachers implement on demand writing 3X per year</li> <li>○ There is a lack of consistency in assessing students in Math</li> <li>○ There is a large number of struggling readers</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers are using formative data to adapt curriculum as a daily practice</li> <li>○ Teachers are using data to create small flexible groups for instruction in all subjects</li> <li>○ Created 12:1:1 reading intervention program for special education students</li> <li>○ Teachers are collaboratively creating end unit math assessments for continuity across the grades</li> <li>○ Overall the school has a good understanding of each and every child and their needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Teachers are developing unit Math tests collaboratively for more consistency in evaluating students and teaching</li> <li>○ Analyzing data remains to be a struggle for teachers</li> <li>○ Moving struggling readers is our biggest obstacle</li> <li>○ Inquiry team work will support action research in moving struggling readers</li> <li>○ PD is consistent and on-going and includes all members of our community</li> </ul>
<b>Observable Data</b>	<ul style="list-style-type: none"> <li>○ Teachers are maintaining data binders on their students to better assist in assessing and to create small groups.</li> <li>○ Benchmark conversations provide administration with concrete ideas for providing PD to staff.</li> <li>○ Teachers are recognizing the importance of word study and are noticing a difference in spelling and vocabulary as students move through the grades.</li> <li>○ Informal observations are a means to gather information about instruction and plan for PD.</li> <li>○ PBIS has become fully integrated into daily routines.</li> <li>○ There is a large number of special education students that are more than 2 years behind in reading.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students in 4<sup>th</sup> grade show marked improvement in word study as a result of intense 2<sup>nd</sup> and 3<sup>rd</sup> grade work</li> <li>○ Teachers are planning for small groups based on goals</li> <li>○ Teachers are using goals of students to plan units of study effectively</li> <li>○ CTT classes are modifying skills, but not content</li> </ul>	<ul style="list-style-type: none"> <li>○ PD supports the continued use and interpretation of assessments</li> <li>○ School wide implementation of words their way to support vocabulary development particularly for ELL's</li> <li>○ All teachers, including clusters and service providers are participating in inquiry team work with an emphasis on ELL's and non-fiction reading comprehension strategies.</li> <li>○ Vertical planning will inform instruction and support the roll out of the common core standards.</li> <li>○ A 12:1:1 SE reading intervention program has been developed to accelerate reading for special needs students.</li> <li>○ 2<sup>nd</sup> Step program is being implemented by teachers once per week to supplement PBIS</li> </ul>
<b>'10 Learning Environment Survey</b>	<ul style="list-style-type: none"> <li>○ Over the years there has been steady increase in most areas</li> <li>○ Overall our learning environment score improved between .2 and .6 across all four domains</li> <li>○ The greatest gains were made in the area of communication and engagement</li> <li>○ Parent survey results had no</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent response increased by 15%</li> <li>○ Teacher response increased by 24%</li> <li>○ 95% of parents were satisfied or very satisfied with their child's education</li> <li>○ 97% of parents feel the school communicates well with them</li> </ul>	<ul style="list-style-type: none"> <li>○ Thursday News</li> <li>○ Bi-Monthly Newsletter to parents</li> <li>○ Curriculum Night</li> <li>○ Progress Reports in January and May</li> <li>○ Parent Workshops</li> <li>○ Bagel Bits</li> <li>○ Implementation of PBIS program</li> </ul>

	<p>change</p> <ul style="list-style-type: none"> <li>○ Teacher results improved across all four domains from average to above average</li> <li>○ Teacher and parent response rate increased.</li> </ul>	<ul style="list-style-type: none"> <li>○ 96% of parents feel there are opportunities to be involved in their child's education</li> <li>○ 91% of teachers feel the school leaders have clear expectations for staff</li> <li>○ There was a 9% increase in teachers feeling that school leaders play a meaningful role in making important decisions for the school</li> </ul>	<ul style="list-style-type: none"> <li>○ Bi-Monthly attendance and lateness letters to inform parents of attendance</li> <li>○ School website for increased communication and sharing</li> <li>○ Create lunch and learns led by staff for staff for professional development</li> <li>○ CTT PD to support special education and general education teachers</li> </ul>
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## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **GOAL #1:**

#### **Goal:**

Teachers will engage in collaboratively inquiry in order to address the literacy needs of an identified population of students, Kindergarten - Grade 5, as well as to align the reading curriculum with the Common Core Standards in selected grade levels.

#### **Measurable Objective:**

By June 2011, 20% of the schools multiple inquiry teams (2 out of 7 teams) will be focused on aligning the common core standards with the schools current reading curriculum.

By June 2011, 60% of the identified targeted population students in grades K-5 (50 out of 84 students) will have a nonfiction reading level equal to their reading level with fictional text as measured by the DRA 2 and/or Fountas and Pinnell assessments.

### **GOAL #2:**

#### **Goal:**

To accelerate reading skills for our school's special education population.

#### **Measurable Objective:**

By June 2011, 50% of all students with special needs, Kindergarten - Grade 5, (47 out of 95 students) will attain grade level proficiency in ELA as measured by the final administration of DRA 2.

### **GOAL #3:**

#### **Goal:**

To develop a system that promotes a positive school environment that fosters respect, responsibility and safety.

#### **Measurable Objective:**

By June 2011, 70% of teachers will demonstrate consistent use of PBIS (Positive Behavioral Intervention System) strategies to promote a positive school environment as evidenced by a 15% decrease in the total number of office behavioral referrals from September to June.

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b></p>	<p><u>Goal:</u> Teachers will engage in collaboratively inquiry in order to address the literacy needs of an identified population of students, Kindergarten - Grade 5, as well as to align the reading curriculum with the Common Core Standards in selected grade levels.</p> <p><u>Measurable Objective:</u> By June 2011, 20% of the schools multiple inquiry teams (2 out of 7 teams) will be focused on aligning the common core standards with the schools current reading curriculum.</p> <p>By June 2011, 60% of the identified targeted population students in grades K-5 (50 out of 84 students) will have a nonfiction reading level equal to their reading level with fictional text as measured by the DRA 2 and/or Fountas and Pinnell assessments.</p>
<p><b>Action Plan</b></p>	<ul style="list-style-type: none"> <li>• The Core Inquiry and Grade Level Teams will continue to meet monthly to collect and analyze data and monitor student progress.</li> <li>• Data Specialist will provide data workshops to classroom teachers to access and analyze data on Acuity, ARIS, SkillsTutor and internal assessments.</li> <li>• The 2 out of 7 teams focused on aligning the common core standards to the current reading curriculum are Kindergarten and 4<sup>th</sup> grade teams. The Kindergarten team will focus on curriculum mapping. While the 4<sup>th</sup> grade team will focus on common rubric/assessment development.</li> <li>• All Inquiry Team members will create and maintain grade level binders to document the work of the team, reflections of the process and progress of targeted students.</li> <li>• Literacy Coach will support teachers in adapting lessons, modeling lessons and designing assessments.</li> <li>• Core Inquiry Team mentors will present progress reports as well as draft curriculum units and common assessments at monthly faculty conferences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<ul style="list-style-type: none"> <li>• TL Children First Inquiry Team Funds for per session in the amount of \$7144 for Core Team Meetings</li> <li>• TL Data Specialist Funds for per session in the amount of \$2518 for PD planning</li> <li>• Title I SWP: \$600 - per diem - Coverage for substitute teachers for attendance at PD</li> <li>• Title I SWP: \$24,997 - Coach salary</li> <li>• TL FSF: \$50,887 - Coach salary</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

- Revised curriculum maps to reflect alignment with *Common Core Standards*.
- Inquiry team agendas and sign in sheets
- CFI Interface documentation

Subject/Area (where relevant): Reading

<p><b>Annual Goal</b></p>	<p><u>Goal:</u> To accelerate reading skills for our school's special education population.</p> <p><u>Measurable Objective:</u> By June 2011, 50% of all students with special needs, Kindergarten - Grade 5, (47 out of 95 students) will attain grade level proficiency in ELA as measured by the final administration of DRA 2.</p>
<p><b>Action Plan</b></p>	<ul style="list-style-type: none"> <li>• CARE/Child Study team meets once per week to discuss and plan for student needs, monitor student progress toward IEP goals, and to serve as a liaison between classroom teacher and team.</li> <li>• CARE team members plan and implement grade specific professional development to support students with special needs.</li> <li>• Teachers as well as paraprofessionals will participate in three full day PD sessions around support students with special needs.</li> <li>• Anticipated 2 calendar days changes to provide professional development through inter - visitation between PS 39 and PS 295.</li> <li>• Select staff to attend network professional development around Phase I reform.</li> <li>• Participation in TC spotlight professional development sessions focused on flexible services.</li> <li>• Create a part time 12:1:1 literacy program for special education students far below grade level for two periods per day to move them closer to access to the general education curriculum.</li> <li>• Monthly CTT professional development sessions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<ul style="list-style-type: none"> <li>• Title I SWP: \$3,000 - Curriculum and Staff Development - TC</li> <li>• Title I SWP: \$1860 - per diem - Coverage for substitute teachers for PD</li> <li>• IDEA funds pay the salaries of members of the CARE Team</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<ul style="list-style-type: none"> <li>• Professional development plan documented</li> <li>• Meeting agendas</li> <li>• Sign in sheets</li> <li>• Evidence of multi-sensory and specific techniques to support special needs students during formal and informal observations</li> </ul>

**Subject/Area (where relevant):** Social Studies/Social-Emotional Development

<p><b>Annual Goal</b></p>	<p><u>Goal:</u> To develop a system that promotes a positive school environment that fosters respect, responsibility and safety.</p> <p><u>Measurable Objective:</u> By June 2011, 70% of teachers will demonstrate consistent use of PBIS (Positive Behavioral Intervention System) strategies to promote a positive school environment as evidenced by a 15% decrease in the total number of office behavioral referrals from September to June.</p>
<p><b>Action Plan</b></p>	<ul style="list-style-type: none"> <li>• PBIS committee will meet monthly to create theme of the month, plan assemblies, assess program and make necessary revisions.</li> <li>• Facilitate inter-visitations with other PBIS sites using per diem funds.</li> <li>• Conduct at least two parent workshops to educate families and offer ways for parents to support the program at home.</li> <li>• Provide monthly on-going PD to staff via faculty and grade conferences.</li> <li>• Classroom teachers will implement Second Step anti-bullying program once per week.</li> <li>• Implement Big Sib/Little Sib program to support 5% of students that PBIS is not addressing.</li> <li>• Students will self assess daily to obtain bee cards to reinforce the positive behaviors.</li> <li>• Implement book of the month around PBIS theme.</li> <li>• Collect, analyze and share results of action reports during faculty conferences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p>	<ul style="list-style-type: none"> <li>• Title I SWP: \$1000 - per diem - Coverage for inter-visitation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<ul style="list-style-type: none"> <li>• Decrease in action reports throughout the school year</li> <li>• Evidence of PBIS strategies used during informal and formal observations.</li> <li>• Informal and formal observations of implementation of 2<sup>nd</sup> step program.</li> <li>• Staff feedback and reflection of program at faculty conferences.</li> <li>• Results of staff survey.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	Inquiry Team	Extended Day AIS
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	9	N/A	N/A	0	0	0	0	12	ALL
1	20	8	N/A	N/A	0	0	1	0	12	ALL
2	12	8	N/A	N/A	1	1	0	0	9	ALL
3	15	10	N/A	N/A	2	0	0	0	12	ALL
4	15	10	3	0	0	0	1	0	12	ALL
5	15	10	0	2	2	0	0	0	9	ALL

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**APPENDIX 1B: ENRICHMENT SERVICES SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Enrichment Services in each area listed, for each applicable grade.

Grade	School Wide Enrichment Model (SEM)	Clubs
	# of Students Receiving ES	# of Students Receiving ES
K	All	0
1	All	0
2	All	0
3	All	0
4	All	42
5	All	46

**Identified groups of students who have been targeted for SEM, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

*Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.*

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA/Math AIS:</b>	<b>Students at risk for ELA and Math will be instructed in their classroom within small groups.</b>
<b>Inquiry Team:</b>	<b>There are grade inquiry teams that consist of four teachers on each grade. Each teacher will have three ELL students to study with a focus on non-fiction reading comprehension strategies. Each month we will meet to discuss strategies.</b>
<b>Extended Day:</b>	<b>Extended day is built into the school day and supports all students in grades K-5. Each student has three different cycles of AIS instruction in a group of 10 students or less. This occurs three times per week for 50 minutes. Test preparation for students in grades 3-5 is built into this program.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>At-risk guidance service supports whole classes at times. For this type of support the guidance counselor will visit a whole class for an entire period to discuss a topic. Other types of counseling supports are pulling out students one on one or in a small group to address specific social/emotional needs.</b>
<b>Social Studies</b>	<b>Students at risk for Social Studies will be instructed in their classroom within small groups.</b>
<b>Science</b>	<b>Students at risk for Science will be instructed by the Science teacher within small groups.</b>
<b>At-risk Services Provided by the School Psychologist/Social Worker:</b>	<b>This service is provided to specific students identified by our CARE Team. Identified students are pulled out to work one on one with the psychologist or social worker.</b>

**Part B. Description of Enrichment Services**

Name of Enrichment Services	<b>Description:</b> Provide a brief description of <b>each</b> of the Enrichment Services indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>School Wide Enrichment Model:</b>	<b>All students in grades K-5 receive enrichment based on their interests and talents. In grades K - 2, students participate in an 8 session cycle immersed in topic for one fifty minute period per week. In grades 3-5, students choose an enrichment cluster and meet in that group during for an 11 session cycle.</b>
<b>Clubs:</b>	<b>Clubs are offered to students in grades 4 and 5 only. Clubs are a commitment by the student and are designed to provide an in depth study of a particular content area. Our clubs are art, drama, sound and stage, go green, movement, dance and science. Clubs are once a week for 50 minutes on Fridays.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

X Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** 1 – 5                      **Number of Students to be Served:** 68 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 6                      **Other Staff (Specify)** 2 Paraprofessionals, 1 Supervisor

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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We have chosen to spend all of our Title III money for academic supplementary activities in an after school program. Based on recent data and teacher observation we have identified the need for ELL students to meet grade level standards on the NYS ELA. In order to provide ELL students with more opportunities to prepare for the ELA and NYSESLAT exams in small differentiated groups we have created an after school program to support them.

The program will target ELL's in grades 1-5 for 16 weeks. We will use The Comprehension Toolkits by Stephanie Harvey to instruct students based on need determined by the NYSESLAT, former ELA exam results, ECLAS, Predictive Assessments and teacher observations. The program will take place from December 2<sup>nd</sup> - April 28<sup>th</sup> with one week of teacher planning. A total 6 teachers, 2 paraprofessionals and 1 supervisor will be hired. The goal is to have certified ESL teachers in each classroom. However, at least one teacher will be certified in ESL and will push-in to the classrooms each session as the expert ESL teacher. The general education teachers are experts in preparing students for the State exams. Together, they will create a classroom conducive to supporting the ELL students.

There will be a total of 5 classes of students in grades 1-5 in a group of no more than 10-15 students that meets one time per week for a 70 minute session. Each classroom will have one bilingual paraprofessional to support the students in transferring information from their native language to English at some point during the 70 minute session. Students will be grouped according to need, allowing the teacher to individualize more instruction and meet the needs of these students.

The primary focus of the program will be to develop comprehension strategies using non-fiction texts to be better prepared for the State exams. Students will engage in activities that will provide them with listening, speaking, reading and writing supports. Keeping in mind their need for language acquisition, vocabulary will be an important focus for this program. Through reading rich texts of various genres but mainly non-fiction, students will have an opportunity to acquire new vocabulary and explore applying newly learned skills in writing. These skills will support reading and writing responses on standardized exams.

The supervisor of the program will oversee the program by supervising the teachers and students as well as plan and implement professional development for the planning week. The planning session will include a look at our current data along with the results of formal and informal assessments for the students in the program. The supervisor will provide teachers with professional development on how to utilize the comprehension toolkits effectively.

The instructional program will use the workshop model with ample time for students to work independently with partners and in small groups. The share at the end of the period will allow children to ask questions and share their discoveries. This will help to foster vocabulary development and make them more comfortable taking standardized tests.

Student assessments will be ongoing and based on observation and conferring.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Since our school already has a partnership with Teacher’s College, we have chosen to continue our professional development with them. In addition to sending teachers to calendar days at TC and having TC consultants visit our school, we will attend workshops on Reading Comprehension by Stephanie Harvey through our CFN network and provide in-house PD as well. Funds will be made available for substitute coverage to allow teachers to attend all of the above professional development. In order to build capacity the teachers that attend these days will be given time to plan and implement professional development for the staff on the skills and strategies they have learned. In addition a model site will be set up for teachers to observe these strategies in practice.

*Description of Parent and Community Participation*—Explain how the school will use Title III funds to increase parent and community participation ELLs

PS 295 recognizes that parents are the first and best teachers of their children. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services.

With the assistance of our Parent Coordinator we will continue to provide weekly ESL classes for our parents. In addition we will provide monthly workshops that focus on family literacy and preparing children for standardized exams.

- Weekly ESL instruction will be funded by the PTA.
- Monthly parent workshops will begin in October and be held in the mornings at 8:30AM

**Section III. Title III Budget**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	Teacher Per Session: \$5936.91 Supervisor Per Session: \$1044.20 Para Per Session: \$1159.20 Teacher Per Diem: \$4190  Total: \$12330.31	<p style="text-align: center;"><u>After School Program</u></p> <p><u>6 teachers</u> X 70 minutes per week X 17 weeks = 119 hours total            119 x 49.89 (per session rate w/fringe)= \$5936.91  <u>1 supervisor</u> X 70 minutes per week X 17 weeks = 20 hours total            20 X 52.21 = \$1044.20  <u>2 paraprofessionals</u> X 70 minutes X 17 weeks = 40 hours total            40 X 28.98 = \$1159.20  <u>Teacher Per Diem</u> - 25 days @ 167.60 (per diem rate)= \$4190</p>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	None	None
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$2669.69	<b>Primary Toolkits</b> <b>Comprehension Toolkits</b> <b>Comprehension Intervention Books</b>
<b>Educational Software (Object Code 199)</b>	None	None
<b>Travel</b>	None	None

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents complete a home language survey. An identified staff member speaks to the family personally to determine what the spoken language at home is. We indicate this in ATS, mark the child's cumulative records and notify the classroom teacher. The results of the Learning Environment Survey and informal parent feedback provide us with appropriate information.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

There is a need for all documents to be translated. There is a non-negotiable rule in our school that staff and parents are aware of that states that all documents must be translated. Teachers are informed at faculty conferences and parents during committee meetings, SLT meetings and PTA meetings.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We propose that our school secretary translate and edit all necessary documents. In addition to the secretary, other staff members such as teachers, paraprofessionals, parent liaisons and school aides will assist in written translations. We also use the translation services offered by the DOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. We propose that our school secretary, teachers, paraprofessionals and school aides provide oral interpretation whenever necessary. Funding is allocated for this purpose. When a meeting is scheduled staff members refer to a list of translators in the school and call upon them for services.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill the translation requirement by utilizing all parents and staff members with the ability to interpret orally and written translations. We will allocate money for the secretary, teachers and paras to work after school on written translations and oral interpretation.



## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	266,821	62,251	329,072
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,668	623	3,291
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,341	*	
4. Enter the anticipated 10% set-aside for Professional Development:	26,682	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Title I Parent Involvement Policy** **2010-2011**

1. *PS 295-The Studio School of Arts & Culture* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - Local Educational Agency Plans of the ESEA:

**Along with input from the School Leadership Team, the Principal, Parent Coordinator and the PTA President will schedule meeting times. They will then outreach to the school community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.**

2. *PS 295* will take the following actions to involve parents in the process of school review and improvement under Section 116 - Academic Assessment and Local Educational Agency and School Improvement of ESEA:

**On a bi-annual basis, our active School Leadership Team will devote part of a meeting to the assessment and reflection. Periodic parent workshops will provide a forum for parents to voice their individual concerns.**

3. *PS 295* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Using such programs as

**Universal Pre-K, we will encourage parent involvement in classrooms. Periodic Parent Workshops and visits to classrooms will be facilitated by Literacy and Math Coaches. Monthly ELL Parent Book clubs funded by Title III will inform and educate parents.**

4. *PS 295* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the

evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- **The evaluation will be conducted by the School Leadership Team and Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and school involvement in general.**
- **Members of the School Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.**

5. *PS 295* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -
  - i. The State's academic content standards;
  - ii. The State's student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child's progress; and
  - vi. How to work with educators.
  - vii. We will continue to build parent knowledge and empower parents with tools to assist their students by conducting Parent Workshops. These workshops are held during the day or at night and are translated for our Spanish speaking population.
- b. *P.S. 295* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

**We will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings.**

- c. *P.S. 295* will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

**Parent outreach and involvement remains a priority at PS 295. We will provide teachers with ongoing professional development, which will address content, pedagogy and how to engage parents as partners. September Curriculum Night and monthly Bagel Bits will**

inform parents of grade curriculum and expectations. Bi-Monthly grade newsletters will keep parents informed of specific needs of class and how they can assist as well as keeping them up to date on the curriculum. Parent liaisons and class parents provide a conduit for communication between home and school. Monthly calendars will inform parents of important trips and school events.

- d. P.S. 295 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

**With the assistance of our Librarian and our fully equipped Library, parents will be encouraged to attend Author Visits, book clubs or just volunteer.**

- e. P.S. 295 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

**Monthly calendars, and flyers prepared by our Parent Coordinator are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents.**

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by *meeting with The School Leadership Team and Parent Coordinator*.

This policy will be adopted by PS 295 and will be in effect for the period of *September 2010-June 2011*. The school will distribute this policy to all parents of participating Title I Part A children on or before *January 2011*.

Principal's Signature: Deanna Marco

Date: September 8, 2010

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's

high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**School Responsibilities/PS 295 will:**

⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*By providing small class size where possible in heterogeneously grouped classes, as well as intensive professional development for teachers, we will provide our students with a child centered, arts enriched, risk free learning environment that encourages independence and fosters academic achievement.*

⇒ Provide parents with frequent reports on their children's progress and hold parent-teacher conferences to discuss the individual child's achievement. Specifically, the school will provide reports as follows:

*Three report cards in November, March and June with report card grades and a narrative on individual progress as well as two additional progress reports that will include student goals in October and February.*

⇒ Provide parents reasonable access to staff and means for communication. Specifically, staff will be available for consultation with parents as follows:

*Parents can contact staff through the school secretary or the parent coordinator to schedule meetings. Using the orange communication folder, parents can also send in a note to the teacher. Additionally, the school is in the process of developing a school web-site with valuable information along with DOE emails of staff members to support consistent communication. Every other month teachers create a grade newsletter to update parents on special events and curricular initiatives.*

⇒ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Each month parents are invited to Bagel Bits to observe and participate in different aspects of the curriculum. Both the drama and dance programs have multiple grade sharings each year. Parents are also invited to volunteer by sharing an expertise in our Enrichment program. Each month grades engage in publishing parties to share their writing with families. We also encourage and invite parents to attend holiday celebrations, class trips and help with special classroom projects. Family Science Night three times per year allows parents to engage in*

*hands-on activities with their children. Monthly parent workshops provide parents with learning opportunities to support their child's academic progress.*

### **Parent Responsibilities**

**We as parents will support our children's learning in the following ways:**

- ⇒ Make education a priority in our home by:
  - making sure my child is on time and prepared every day for school;
  - promoting good attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed.
- ⇒ Volunteer in my child's classroom when possible;
- ⇒ Participate, as appropriate, in decisions relating to my children's education;
- ⇒ Participate in school activities on a regular basis;
- ⇒ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and responding as appropriate;
- ⇒ Read together with my child every day;
- ⇒ Communicate positive values and character traits, such as respect for others, hard work and responsibility;
- ⇒ Help my child accept consequences for negative behavior;
- ⇒ Be aware of and follow the rules and regulations of the school;
- ⇒ Support the school's discipline policy;
- ⇒ Express high expectations and offer praise and encouragement for achievement;
- ⇒ Communicate pertinent information to school in regards to social and academic achievement.

School Staff-Print Name	<b>Signature</b>	<b>Date</b>
Parent(s) - Print Name		

Student (if applicable)- Print Name		

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.

Every teacher in the school is state certified to teach in their particular area. We will continue to provide professional development for the staff through the Math and Literacy Coach; TC staff developers; calendar days at TC; Regional calendar days

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our Math and Literacy coach attend and participate in coaching groups, lead regional workshops, and attend professional development at TC and CCNY. The principal participates in a study group with colleagues at Teacher's College and attends all regional conferences and workshops. All teachers and paraprofessionals are included in all aspects of professional development. We will continue our partnerships with CCNY and Teachers College.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In order to attract highly qualified teachers we will continue to be a community of learners, which will continue to improve our instruction and the success of the school. As the school becomes more successful it will attract highly qualified staff. We also provide our teachers with on-going professional development. All teachers are grade leaders and have opportunities to be leaders in professional development and study groups.

6. Strategies to increase parental involvement through means such as family literacy services.

We will continue to provide parent workshops and bagel bits on various topics for parents. In addition, we will host Open School Week, Parent Teacher Conferences, 3 Family Fun Nights, Community Events to include the Harvest Festival, Dance-a-thon, Spring Arts Festival, School Carnival, Outdoor Dance Festival, Winter Theatrical Production, Dance and Drama Performances and the School Science Fair. Our parent coordinator will continue to plan events and outreach to all PS 295 families. Our School Leadership Team will also support the increase of parental involvement by brainstorming ideas and working collaboratively to outreach to parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Preschool students will visit the Kindergarten before the summer and meet with the teachers. An orientation in September will allow them to time to visit their classrooms with their families.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As always teachers will be provided with common planning time to discuss student work, assessments and plan accordingly with the assistance of our on and off-site staff developers. June planning days also allows teachers full days to plan curriculum based on the needs of individual students. In addition, teachers have the opportunity to attend ongoing professional development in all subject areas to learn more about assessment and how to plan accordingly.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

In the beginning of the year all students are assessed and identified if they need AIS services. Assessments are continually performed throughout the school year. Students in need of academic intervention services will receive assistance from our full time intervention teacher, extended day program and/or student support teachers. Small class size supports our strugglers by lowering the student to teacher ratio. In addition, teaching with the workshop model allows teachers to differentiate instruction by creating and implementing small group instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal title I funds will provide our school with Professional Development, Parent Involvement and reduced class size. State Reduced Class Size and AIS money will keep our primary classes small. Title III funds will provide and after school intervention program to support ELL's.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
--------------	----------------------------------------------	---------------------------------------------------------------	------------------------------------------	-----------------------------------------------------------------------------------------------------------------

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			224,129	X	13, 14, 15,
Title I, Part A (ARRA)	Federal	X			175,531		
Title II, Part A	Federal		X				
Title III, Part A	Federal	X			15,000	X	21, 22, 23, 24
Title IV	Federal		X				
IDEA	Federal	X			551,892	X	14
Tax Levy	Local	X			1,817,164	X	13

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

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not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

No students are currently living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We will provide academic and/or emotional support based on need through our CARE team.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 295					
<b>District:</b>	15	<b>DBN:</b>	15K295	<b>School</b>		331500010295

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		93.0	94.1	94.8
Kindergarten	67	64	70				
Grade 1	67	63	59	<b>Student Stability - % of Enrollment:</b>			
Grade 2	58	60	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	62	58	57		98.1	97.2	96.4
Grade 4	62	56	58				
Grade 5	50	59	51	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.7	69.4	69.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	0
Grade 12	0	0	0				
Ungraded	0	3	3	<b>Recent Immigrants - Total Number:</b>			
Total	402	399	390	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	17	6	7
# in Collaborative Team Teaching (CTT) Classes	55	55	55	Superintendent Suspensions	3	5	0
Number all others	30	27	44				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	77	71	TBD
# ELLs with IEPs	3	21	TBD
Number of Teachers	35	37	34
Number of Administrators and Other Professionals	8	8	6
Number of Educational Paraprofessionals	8	10	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.3	70.3	73.5
				% more than 5 years teaching anywhere	37.1	51.4	70.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	95.0	100.0
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	89.2	95.9	80.8
Black or African American	13.9	12.0	9.7				
Hispanic or Latino	49.8	50.6	51.3				
Asian or Native Hawaiian/Other Pacific	6.0	6.0	4.9				
White	28.9	27.6	32.3				
<b>Male</b>	53.2	52.1	50.8				
<b>Female</b>	46.8	47.9	49.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	70.6	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	9.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	48.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.3					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>ESO #22</b>	District <b>15</b>	School Number <b>295</b>	School Name <b>StudioSchool ofArts</b>
Principal <b>Deanna Marco</b>		Assistant Principal <b>Lisa Pagano</b>	
Coach <b>Linda Mazza</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Norma Levine/ESL</b>		Guidance Counselor <b>Heather Stoelting</b>	
Teacher/Subject Area <b>Lauren Sweeney/ESL</b>		Parent <b>n/a</b>	
Teacher/Subject Area <b>n/a</b>		Parent Coordinator <b>Shari Fields</b>	
Related Service Provider <b>n/a</b>		Other <b>n/a</b>	
Network Leader <b>Neal Opromalla</b>		Other <b>n/a</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1.5</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>386</b>	Total Number of ELLs	<b>68</b>	ELLs as Share of Total Student Population (%)	<b>17.62%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here:

**ELL Identification Process**

The process for identification of ELL's is as follows:

Once a child is admitted to the NYC school system, the parents are involved in the decision-making process. Parents are given the Home Language Survey (HLIS) to identify the child's dominant language. Translators, including school secretary and paraprofessionals are available to translate and help administer the HLIS along with Norma Levine and/or Lauren Sweeney, licensed pedagogues, to determine language dominance.

If a child is identified as dominant in any other language, other than English, then the Language Assessment Battery (LAB-R) is administered within 10 days of enrollment by Norma Levine and/or Lauren Sweeney, licensed pedagogues, to determine eligibility for ESL or bilingual services. If a child is eligible they will be evaluated annually by administration of the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their proficiency.

Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation. The orientation is conducted by Norma Levine and Lauren Sweeney, licensed pedagogues, and the parent coordinator, Shari Fields, along with translators, to support parents in decision making. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parent Survey and Selection forms, along with parent brochures, are sent home to those parents unable to attend the orientations to ensure informed choice is available to all parents. Parents complete the parent selection form and the school will conform to the parental choice selections. It has been a trend that all parents select free standing ESL services. These forms are collected and then filed in a locked cabinet and the ESL teachers are responsible for maintaining the files.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

- K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language</b> (50%/50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	3	3	2	3	2	2	0	0	0	0	0	0	0	15
<b>Total</b>	3	3	2	3	2	2	0	0	0	0	0	0	0	15

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	53			15			0			68
<b>Total</b>	<b>53</b>	<b>0</b>	<b>18</b>	<b>15</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>														

<b>Dual Language (ELLs/EPs)</b> <b>K-8</b>
-----------------------------------------------

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>																				

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	17	6	13	10	5								61
Chinese														0
Russian	1													1
Bengali														0
Urdu				1		1								2
Arabic	1		1			1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other			1								0			1
<b>TOTAL</b>														

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

PS 295 has a student population of approximately 386 students from culturally diverse backgrounds whom are mostly from Hispanic background with Spanish as their first language. Our English Language Learner population is approximately 68 students, which is 17.62% of the total population. We offer ESL services to entitled general education and special education students. In Kindergarten, there are 12 students receiving ESL services. In first grade, 17 are ESL. In second grade, there are 8 students that receive ESL services. In third grade, 14 students receive ESL services. In fourth grade, 10 students receive ESL services and in fifth grade, 7 students receive ESL services. Of the 67 students being serviced, 27 receive special education services as well.

PS295 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language Proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content areas
- To give students the skills to perform at city and state grade level in all subject areas

Our Free Standing English as a Second Language Program ranges from newcomers all the way to advanced proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out and/or Push-in assistance in their classrooms, as per CR Part 154.

At PS 295 our ELLs are grouped in various ways. Some participate in heterogeneous ESL groups, some in homogeneous ESL groups, and others in combinations of several different mixes, some heterogeneous and others homogeneous, according to the proficiency levels and individual needs of the student. A Newcomer might participate in several ESL classes per week with other ELLs from his class, as a Block of students with a mix of proficiency levels, and in addition, in several classes per week with a separate Newcomer's ESL group, to ensure that

missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for units of study.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods. Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of the ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

There is a total of 68 ESL students. The breakdown is as follows: 0 SIFE, 52 Newcomers, 15 ELLs in years 4-6, 0 Long Term ELLs, 27 Special Education ELLs.

#### Plan for SIFE

The SIFE population has increased SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push-in and pull-out services.

- Making an individualized student needs assessment.
- Creation of an AIS plan for the student focus on the literacy and math components
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students, and in the strategies that benefit the SIFE within your classroom instruction.

#### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Encourage student participation in After School activities
- An informal assessment is provided to identify possible Academic Intervention programs
- Home school communication.

#### Plan for Long Term ELLs

Long term ELLs are mostly in grades 4 and 5. An analysis of their scores on the NYSESLAT, ELA, and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- Targeted AIS instruction based on need.
- Inquiry team to focus on ELLs in grades 4 and 5 to gain proficiency.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Student goal setting to differentiate instruction.

#### Plan for Special Needs Students

27 of our ELLs receive special education services as well. Our plan for this subgroup is:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and the IEP contact person.
- The delivery of AIS services during and after school.

Plan for continuing transitional support (two years) for ELL's reaching proficiency on the NYSESLAT.

- Classes are grouped heterogenously and taught through workshop model. Instruction is tailored to individual needs.
- Continue with test modifications on exams to support students.

Improvements for upcoming school year.

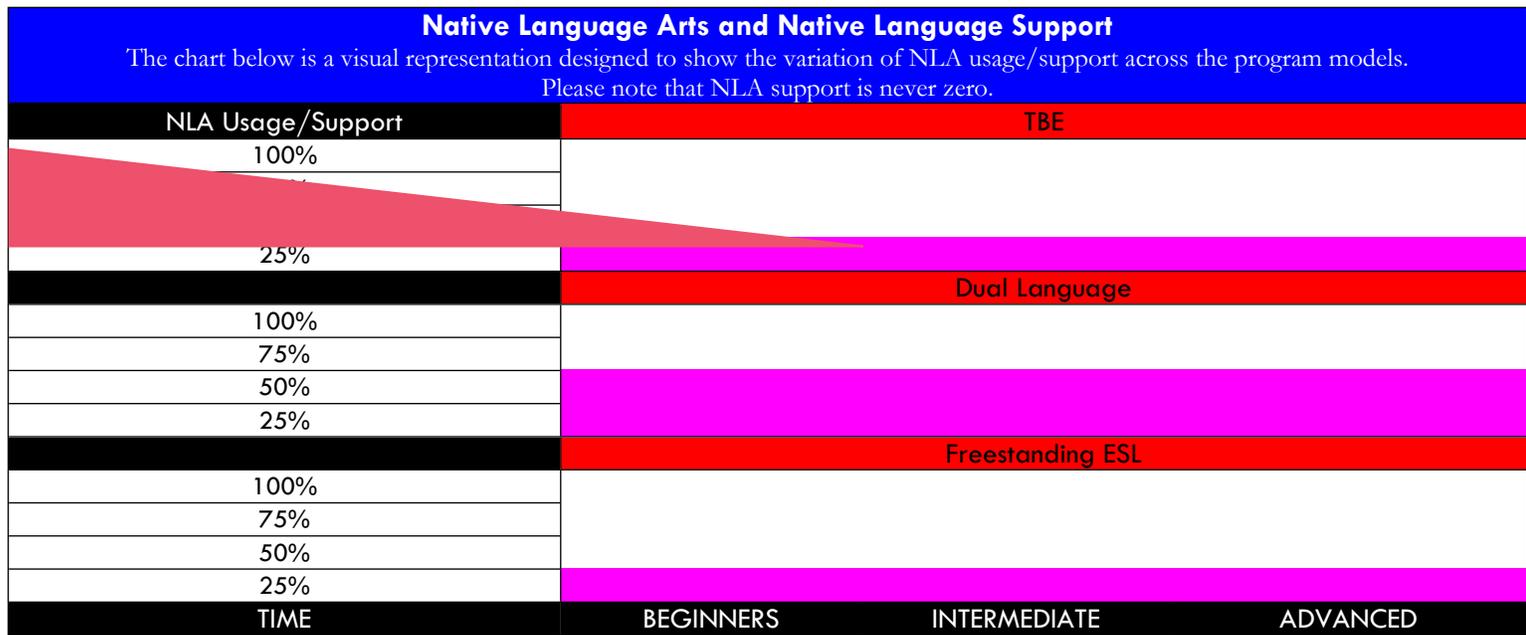
-ESL teachers will engage in more professional development and join the inquiry team work. Through inquiry team work teachers will develop best practices to support students.

Rationale for services for ELL's that will be discontinued.

- Students that are meeting standards in all content areas will be discontinued.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here: All activities and supports offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment there is a variety of solutions that we are working with this year. They include the following:

- Develop and implement a test preparation program that will specifically target ELL's.
- Collaboration between classroom teachers and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs, such as: Quality Teaching for English Language Learners, and Community Support Learning Organization.
- Ensure that Literacy coach works closely with ESL teachers to support rigorous instruction.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

### Implications for LAP in Mathematics Content Area

In order to assist out students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELL's date to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.

- Provide opportunities to convey to others problem solving strategies and the justification of their answers.
- Ensure the identification and analysis of student strength and weakness to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instruction needs, such as Quality Teaching for English Language Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

ELLs reaching proficiency on the NYSESLAT will continue to receive ELL testing modifications (extended time, additional listening opportunities) on all assessments, including all NYS assessments and ACUIY, for a period of 2 years for continued transitional support.

This year we have implemented a 12-to-1 ELA class for ELLs with Special Needs who are reading and writing 2 years or more below grade level. This is to ensure that missing schema and vocabulary, and missed skills and strategies are brought into alignment with other students on the grade.

\*\*\*This response is continued at the top of page 14\*\*\*

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here: n/a

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here:

Professional development is provided by school staff and empowerment support staff. Each year 7.5 hours of ELL training is provided as follows:

School Staff: Within the school's Professional Development program, the focus is on:

- The literacy needs of our ELL population within the prescription of the Teacher's College units of study.
- Sessions are also given in Math to scaffold instruction through the use of manipulatives.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades.
- Staff members attend professional development provided by the ESO network and turnkey to staff members.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the Mathematics classroom.

Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers.

- Quality Teaching Workshop series, which our classroom teachers and ESL teachers have attended over the last few years.
- Wilson Program for Special Education teachers.
- Teachers receive specific support in transitioning ELL's from one level to another at grade level meetings and faculty PD's.

Professional development is offered to all staff including assistant principal, school psychologist, paraprofessionals, secretaries, and the parent coordinator.

**Plan to Support 5th Graders Articulating to Middle School**

School staff accompanies students on tours to neighboring middle schools.

Middle school administrators visit to talk to students about different programs.

**E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here:

Parent workshops are held monthly and are provided by administration, parent coordinator, guidance counselors, and teachers. Topics vary based on a needs assessment (parent survey) given to parents. Some topics include: homework help, understanding the reading workshop, spelling, etc.

The Family Reception Center offers workshops for parents on positive discipline as well.

Each month the school hosts Bagel Bits for parents to visit classrooms on a particular topic. This provides time for parents to visit the classrooms and work hands on with their child.

All parents are encouraged to participate in the periodic Publishing Parties that occur in their child's classroom.

Monthly PTA meetings are held and are welcome to all parents to attend. Translation is available upon request based on parental needs assessment.

The Parent Bulletin is sent home each week in both English and Spanish. The PS 295 Website is written in both English and Spanish for parental outreach. It includes the Parent Handbook, the monthly Grade Newsletters, and enables parents to communicate with their children's teachers.

Adult ESL lessons have taken place weekly in our library for the parents of our ELLs, provided by a licensed DOE pedagogue, when the demand is great enough.

Informal Spanish classes for staff members are held on-site to aid in communication between teachers and parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	4	1	0	1	1								11
Intermediate(I)	1	3	7	4	4	1								20
Advanced (A)	7	10	0	10	5	5								37
Total	12	17	8	14	10	7	0	0	0	0	0	0	0	68

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	1	1							
	I	1	2	2	2	0	0							
	A	1	8	4	1	1	3							
	P	1	7	1	9	8	1							
READING/ WRITING	B	3	11	3	0	1	1							
	I	0	6	4	5	4	1							
	A	0	0	0	7	5	3							
	P	0	0	0	0	0	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	1		10
4	2	3			5
5		4	2		6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		4		3		1		10
4			5		1				6
5			3		4				7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		1				6
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		2		4		0		7
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The ESL program is evaluated by the percentage of students passing the NYSESLAT and by the number of students making one year's progress in ELA and Math.

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. During 2009-2010, our first and second grade population is the largest one.

After review of the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediate and advanced students. It is Reading and Writing skills that hold our students back from proficiency level. This is especially the case for ELLs who are on the advanced level.
- The majority of these students are in the intermediate and advanced levels.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- ELL's are making gains on the ELA from grade 3 to grade 4, but are losing proficiency from grade 4 to grade 5.
- English proficient ELL's are losing proficiency slightly from grade 3 to grade 4, but are gaining proficiency by % from grade 4 to grade 5.

In comparing the progress of ELL's with native language students, several patterns were found:

- ELL students are passing the ELA exam, but struggling to pass the NYSESLAT exam.
- Native Language students generally score 2's on the ELA in grade 3 and then move to 3's in 4th and 5th grades.

Assessment tools used to assess early literacy skills:

- DRA, ECLAS Variation, TC running records, emergent reader checklist

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with vocabulary..

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

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Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- School created ELA and Math Test Prep materials
- Scholastic Text Talk Program

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School Adventurers Program: Students can participate in after school enrichment activities. This program is paid for by families that are interested.
- Title III After School Program: One day per week for 90 minutes all ELL's participate in an after school program that promotes talk through vocabulary building. We currently use a program by Scholastic, Text Talk.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Publishing Parties, Field Day, the Annual Spring Arts Festival, Dance-a-thon, Harvest Festival, Spring Musical, Winter Concert and the Cultural Dance Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Parent Handbook. Additionally, interpretation services are a daily help in communication between school staff and parents.

Technological support for ELLs is provided with texts (books and poems) on tape or CD to audibly supplement the reading. Rosetta Stone language program is available on computer.

100% of instruction for our ESL program is provided in English, in accordance with the CR Part 154 regulations. In addition our diverse staff members support many native languages, when necessary, including: Spanish, Portuguese, Chinese, Arabic, German, Russian, French, and Italian.

Activities designed to reach out to newly enrolled ELLs before the beginning of the new year include an orientation, tour, and provided materials, such as the Parent Handbook and The Bulletin. They are directed to the PS 295 Website to encourage them to familiarize and participate in the PS 295 community.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/20/11
	Assistant Principal		1/20/11
	Parent Coordinator		1/20/11
	ESL Teacher		1/20/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		1/20/11
	Coach		
	Guidance Counselor		1/20/11
	Network Leader		1/20/11
	Other		1/20/11
	Other		
	Other		
	Other		